

4 Exercises for Textbook Chapter 4

A Study questions

1. In order for two morphemes to be cognate, what must they share?
2. In order for two languages to be cognate, what must they share?
3. Look up *algebra*. It occurs in all the modern European languages in essentially the same form. They got the word from medieval Latin, which got it from Arabic. Since Arabic is not cognate with English, is *algebra* cognate with the Arabic source *al-jabr*?
4. What is the difference between two words sharing a **derivation**, and two words having a common origin? Are all cognates derivatives? Are all derivatives cognates? Explain.
5. What are the differences between opaque allomorphs and transparent allomorphs?
6. Define the term “morpheme.” Give examples of morphemes of different syllabic lengths.
7. Examine the words below. Are all of them cognates? Parse each one of them. Are all these words cognate? Which ones appear to you to be unrelated to the majority of the words in this group.
Example: conformity = con + form + ity
formalin, formant, format, formerly, formic, Formica, Formosa, formula, informational, informer, reformation, uniformity.
8. How does a compound differ from a morpheme? Is there a minimum number of morphemes per compound? Is there a maximum number of morphemes per compound?
9. What is the minimum number of roots in a compound? Think of five compounds containing the minimum number of roots and *-ive* compounds containing significantly more (like, as many as possible) than the minimum number.
10. In what ways do affixes differ from roots? Give five examples of prefixes and five examples of suffixes from English. Define them as precisely as possible (which in some cases may not be very precise, because their meanings tend to be vague).
11. (1) Determine for each of the following words whether the root is a free morpheme or a bound morpheme.

- (a) insert (d) recount
 (b) majority (e) imprint
 (c) circumspect (f) evoke
 (2) Is *-ity* (*abnormality*, *ability*, *humanity*) a bound or free morpheme?

12. Divide the following words up into morphemes:

- (a) unanswerable (e) pencil
 (b) interactive (f) unbeatably
 (c) consonant (g) event
 (d) teacups (h) fixation

B Roots

Your task is to look at the words attached to each root and make sure you know what the meaning of the root contributes to the meaning of the whole word. If you don't see it, look it up in your dictionary.

1.

$\sqrt{\text{aud}}$ "hear"		
aud	audi	audit
audible	audiometric	audit
	audiometer	auditory
	audience	audition
		auditorium

2.

$\sqrt{\text{cant}}$ "sing"		
cant	cent	chant
incantation	incentor	enchanted
canto		chant(or)
cantabile		

(What explains the forms with initial <ch>?)
 (Though it looks as if it ought to be the source of *incentive*, it isn't.)
 (Is *incentor* a very common word? If you didn't know it, look it up.)

3.

√ dic “speak, give”	
dic	dict
indicate(-ive, -ion, -or)	dictate(-or, -ion)
abdicate(-ion)	edict
vindicate(-ion)	addict(-ion, -ive)
	verdict
	benediction
	indict
	contradict(-ion, -ory)

(Which of the two root meanings appears in *addict*?)
 (How do we account for the peculiar pronunciation of *indict*?)

4.

√ doc “teach, praise”			
doct	docu	dog	doc
doctor	document(-ary)	dogma	docile(-ity)
doctrine(-al)	docudrama	dogmatic	
indoctrinate(-ion)		dogmatism	

5.

√fa “speak, spoken about”			
pha, phe	fa	phas, fes	phe
phatic ¹	fable ²	aphasia ³	blaspheme ⁴
prophet	fabulous	profess(or)	disphemism ⁵
	fame(-ous)	profession	euphemism ⁶
	affable		
	ineffable		
	defame		
	infant ⁷		
	preface		
	fate		

(One could, with good justification, claim that the relation between these allomorphs is too remote, diachronically, to be recognizable synchronically, and that they should be listed as at least two distinct morphemes, perhaps even three. But the semantic coherence is rather striking.)

(What sort of trauma causes *aphasia*, usually?)

(How does *affable* get its sense “amiable”?)

6.

√glos “tongue, speech”	
glot	glos
glottis	gloss
glottal	glossary
epiglottis ⁸	
polyglot ⁹	

¹ Speaking to establish an atmosphere of sociability rather than communicating ideas. When we say, “Good morning, how are you?” we are being phatic: we do not expect a recitation of the recent illnesses of the person we are addressing. In spite of some spell-checkers’ built-in suggestion, it should not be confused with phallic < Gk. phallos “penis,” or a representation thereof.

² Originally just “story which is spoken,” has come to mean story about legendary events, often with animals playing the roles of people, usually with a moral point to make.

³ √a means “not” and the suffix ia means “condition.” ⁴ √blas means “evil.”

⁵ √dys means “bad.” ⁶ √eu means “good.” ⁷ √in means “not.”

⁸ √epi means “upon” or “over.” ⁹ √poly means “many.”

(The use of the *glottis* in speech is secondary; what is the primary anatomical function of the *glottis*?)

7.

√**gnos** “to know”

gni(t)	gnos	gnor
cognition	agnostic ¹⁰	ignorant
incognito	prognosis ¹¹	ignore ¹²
recognize	diagnosis	
cognizant	diagnostic	

8.

√**graph** “make lines, write, record”

graph	gram
telegraph	telegram
seismograph	grammar
phonograph	program
autograph	diagram
biography ¹³	epigram
agraphia	ideogram
ideographic	anagram ¹⁴

(See if you can track down the connection between *grammar* and *glamour*.)

¹⁰ The a is a form of an meaning “not.”

¹¹ √pro means “before.”

¹² The i is a form of in meaning “not.”

¹³ √bio means “life.”

¹⁴ √ana means “from bottom to top,” or “back again.”

9.

$\sqrt{\text{leg}}$ “choose, gather”	
leg	lect
legion	e ¹⁵ lect(-ion, -or, -orate, -oral)
elegant/ce	neg ¹⁶ lect
sacrilege	se ¹⁷ lect (-ion)
prolegomenon	eclectic
legend	

(Explain the “refinement” sense of the word *elegant*.)

(The root has to have the sense “steal” in order to interpret the word *sacrilege*. Why?)

10.

$\sqrt{\text{leg}}$ “law, charge”		
leg	legis	legit
allege	legislate(-ure, -ion, -or)	legitimate
allegation		legitimize
delegat(-ion)		
privilege ¹⁸		
colleague		
collegial		
legacy		
legate		
legal(-ity, ize)		

(Why do the compounds in the middle have to do with creating laws?
What does **lat** mean?)

¹⁵ $\sqrt{\text{ex}}$ means “out.”

¹⁶ $\sqrt{\text{neg}}$ means “not.”

¹⁷ $\sqrt{\text{se}}$ means “apart.”

¹⁸ $\sqrt{\text{priv}}$ means “single” or “alone.”

11.

$\sqrt{\text{log}}$ “speak, write, read, reason”		
leg	lec(t)	log
legend	dialect	logo
legendary	acrolect	logogram
	basilect	logic
	mesolect	apology
	lectern	prologue
	lecture	dialogue

NOTE: There is a derivational suffix: **-(o)logy** “study,” as in *biology*, *anthropology*, etc., in which the **log** is originally this root.

12.

$\sqrt{\text{loqu}}$ “speak”	
locu	loqu
locution	loquacious
circum ¹⁹ locution	eloquent
	soliloquy

(What is the prefix in *eloquent*?)

13.

$\sqrt{\text{nom}}$ “name”		
nom	nomin	onym
mis ²⁰ nomer	ignominy ²¹	an ²² onymous
	nominate	ant ²³ onym
	nominal	pseud ²⁴ onym
	nomenclature	hom ²⁵ onym

¹⁹ $\sqrt{\text{circum}}$ means “around.”

²⁰ $\sqrt{\text{mis}}$ means “wrongly.”

²¹ $\sqrt{\text{ig}}$ is a form of $\sqrt{\text{in-}}$ “not.”

²² $\sqrt{\text{an}}$ means “without” or “lacking.”

²³ $\sqrt{\text{ant(i)}}$ means “opposite” or “against.”

²⁴ $\sqrt{\text{pseudo}}$ means “false” or “deceptive.”

²⁵ $\sqrt{\text{homo}}$ means “same.”

(Determine what the *-clature* portion of the word *nomenclature* comes from.

After it was announced that the human gene had been mapped successfully, the journalists coined the word *genomenclature*. What is the technical term for this coinage?)

14.

$\sqrt{\text{or}}$ “mouth, speak”	
or	os
adore	oscular
oratory	osculatory
(per)oration	
oral	

(Explain the massive semantic change that has taken place in the word *adore*, which ought to mean simply “to speak to.”)

(In *peroration*, where do we get the sense of “speaking at great length”?)

ETYMOLOGICAL NOTE: **Usher**, though no longer recognizable, actually contains this same root. An usher was the door keeper who first **spoke** to anyone entering a church.

15.

$\sqrt{\text{ques}}$ “ask, speak”			
ques	quer	quis	quir
question	query	inquisitive	inquire
request	querulous	inquisition	require ²⁶
conquest ²⁷		requisition	acquire
inquest		acquisitive	

(Why does the word *inquisition* have a particularly negative sense?)

²⁶ $\sqrt{\text{re-}}$ here is simply intensive: “to desire very much” has become equivalent to “having to have something.”

²⁷ $\sqrt{\text{con-}}$ “intensifier”; the sense is, to seek until you find (and subdue).

16.

$\sqrt{\text{scrib}}$ “write”	
scrib	script
scribe	scripture
describe	scriptorium
ascribe	description
scribble ²⁸	transcription
transcribe ²⁹	proscription
proscribe	prescription
prescribe	manuscript

(Figure out how the difference in meaning between proscribe and prescribe follows from the difference in the prefixes.)

(How does the sense “trivial” emerge in the word *scribble*?)

17.

$\sqrt{\text{ser}}$ “put, arrange”	
ser	sert
series	assert
serial	desert
seriatim	dissertation
seriation	exert
	insert

PHONETIC NOTE: The **s-** is lost in **ex-(s)ert** by a principle discussed in Chapter 6.

(Try to figure out how *desert* came to have its present meaning. Don’t look it up: just think. Make a similar guess concerning *dissertation*.)

²⁸ The suffix is diminutive.

²⁹ $\sqrt{\text{trans}}$ means “across.”

18.

$\sqrt{\text{tut}}$ “watch, instruct”	
tut	tuit
tutor ³⁰	in ³¹ tuition
tutelage ³²	tuition
tutorial	

19.

$\sqrt{\text{voc}}$ “speak, call”	
voc	vok
vocal	evoke
vocabulary	provoke
advocate	revoke
vociferous	
vocation	

SPELLING NOTE: The root is spelled with **-k** only when the next letter would cause “softening” of the **-c**. Thus **provoke**, if spelled **provoce**, would be pronounced [pro-VOS].

20. The following occur only in a single invariant form (i.e., zero allomorphy):

- (a) $\sqrt{\text{agog}}$ “teach, induce” – pedagog(ue), pedagogy, demagog(ue), demagoguery, synagogue
(The word *demagogue*, though it only means, literally, “someone who teaches people,” is tarred with totally negative connotations. Why?)
(Why do *pedagogue* and *pedagogy* sound so stuffy?)
- (b) $\sqrt{\text{cosm}}$ “universe, world, order” – cosmic, cosmology, cosmos, cosmetic, cosmopolitan, microcosm, macrocosm
(How does *cosmetic* come to refer to such things as lipstick and powder?)
(What does the *polit* of *cosmopolitan* mean?)

³⁰ $\sqrt{\text{or}}$ = “actor/agent” suffix. ³¹ $\sqrt{\text{in-}}$ “on,” “knowing without the use of reason.”

³² The **-el-** is an extension of the stem, originally for past participle formation.

- (c) √**etym** “source, true” – etymology, etymon, etymological
(What is “true” about the etymology of a word?)
- (d) √**fuse** “pour, melt, blend” – confuse, diffuse, effusive, infuse, profuse, suffuse
(Not related to the type of fuse which sets off an explosion. Why not?)
- (e) √**phon** “sound” – cacophony, cacophonic, euphony, euphonious, phonetic, phonetics, phonology, phonograph, symphony.
(In what sense does a *phonograph* “write down” sounds?)
(Since *symphony* just means “sound together,” it must have undergone what is called “narrowing” of meaning. Try to explain what it might mean to undergo “narrowing of meaning.”)
- (f) √**top** “place” – topic, topology, topical, topography, toponymy, isotopic
(*Iso* means “equal,” so *isotopic* means “equal place.” How does it come to have the special meaning it does in chemistry?)

C Root practice

- Discover the root of each of the following words:

(a) analogy	(e) sonic
(b) dialect	(f) docent
(c) paragraph	(g) prophet
(d) denomination	(h) eclectic
- Using the information given in the “Roots” section and your dictionary, parse and define the following words:

Example: **manuscript**:

manu – script

“by hand,” “write”

meaning: “something written by hand”

- | | |
|------------------|-------------------|
| (a) anger | (j) parallelogram |
| (b) diagram | (k) phonology |
| (c) equivocal | (l) physiognomy |
| (d) fate | (m) plebiscite |
| (e) glossitis | (n) predict |
| (f) graphic | (o) quest |
| (g) ineffable | (p) sermon |
| (h) interlocutor | (q) ventriloquist |
| (i) legislate | |